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ABSTRACT

Developed to assist employers in implementing a company-sponsored, on-site workplace literacy program for their employees, this guide is the result of experiences gained by the Seattle-King County, Washington, Private Industry Council, its partner agencies, and participating local employers. The guide contains sections on the following stages in program formation: needs assessment for getting started (including a workplace literacy needs assessment survey form); defining workplace literacy; necessary time and resource commitments; marketing workplace literacy within a company; assessment of worker needs (including forms); analysis of basic workplace literacy and language skill requirements and curriculum development; forming a class; developing effective instructional strategies; program evaluation; and addressing workforce diversity and cross-cultural issues. Curriculum samples are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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WORKPLACE LITERACY DEVELOPMENT GUIDE FOR EMPLOYERS

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INTRODUCTION

This guide was developed to assist employers implement a company sponsored on-site workplace literacy program for their employees. It is the outcome of experiences gained by the Seattle-King County Private Industry Council; its partner agencies, the Employment Opportunities Center and Refugee Federation Service Center; and participating employers in the development and implementation of workplace literacy classes at various employer sites in the Seattle-King County area through a grant from the U.S. Department of Education.

Workplace Literacy - Is it worth it?

National studies released over the past few years have cited changes and trends in the workplace and labor force that have impacted the overall competition of American companies in both the domestic and world marketplace. Technology and other changes in the workplace have resulted in the creation of high performance work organizations reducing dramatically the number of unskilled, entry level jobs. Combined with a changing labor force, there is a growing mismatch of jobs and workers. The inclusion of an on-site workplace literacy program is one way for employers to address workforce training needs.

Benefits to Your Company

Whether there is a recession or a labor shortage, employers need to maximize productivity within their existing pool of workers. When there is a scarcity of qualified workers, employers are often forced to hire workers who not only lack job skills but also lack basic skills including necessary critical thinking skills and English language proficiency. Workplace literacy is one way for you to invest in your employees and to upgrade the quality of your workforce. Factors for consideration:

- Increased skills translate into increased production.
- Better communication skills improve teamwork and reduces costly mistakes.
- Decreased turnover

Workplace Literacy can improve the basic skills of low skilled, entry level workers whose jobs have been impacted by technology and/or other changes. If your company is seeking ISO 9000 certification, you may have workers who need additional basic skills instruction in order to pass required certification tests. Or, if you happen to have limited English speaking workers, changes in their jobs may now require increased communication skills to participate in quality circles or to use voice message systems. Workers may also need additional literacy skills to read and comprehend written materials (instructions, technical or procedural manuals, computer print outs) or to perform a variety of tasks that require writing in their current jobs and/or for transfer/promotion to other jobs.

Benefits to your employees

- Increased self esteem
- Increased job satisfaction
- Increased skills

- Improved attitude to their work and their employer

If I train them, will they leave?

Some employers worry whether their employees will leave for other jobs once they acquire additional skills. Participating employers who have invested in their employees through training and staff development have found that benefits out weigh the risks. Generally, employees who are dissatisfied or have higher job aspirations will move on to other jobs anyway.

HOW TO GET STARTED: NEEDS ASSESSMENT

Is there an need for workplace literacy?

Prior to implementing a company workplace literacy program, you should first determine whether there is a need for ESL and/or basic skills development among your employees. This can be done by:

- Surveying management and/or supervisory staff regarding company and worker needs in areas pertaining to literacy, basic skills and English as a Second Language (ESL) (sample form is included); and/or

- Identifying other statistical data which reflect error rates, lost productivity, accidents, etc. due to the lack of English or other basic skills.

What do my employees want?

After the need for services has been established, you should also survey employees in terms of interest in company sponsored on-site ESL or basic skills development classes. This survey directed to workers should:

- Determine interest if classes were offered during working hours vs. non working hours. Worker availability and interest may be affected by such things as carpool and childcare arrangements, second jobs, work schedules (i.e., four/ten or a non-standard work week or overtime), and other personal responsibilities.

- Consider location if your company has more than one site, office or plant. Will employees be willing to attend class at a location other than where they work even if it is in close proximity?

- Offer classes as staff development.

- Solicit input from workers on specific interest areas.

- Consider that workers who are not limited English speaking may be more reluctant to indicate interest in basic skills classes. They may be more responsive to classes with titles such as Business English, Report Writing, Writing Business Letters, etc. that teach basic skills but do not stigmatize or imply remediation needs.

On the following page is an example of a needs assessment survey that can be circulated to supervisors or lead workers.

Workplace Literacy Needs Assessment Survey

Supervisor Name_____Division/Unit_____

How many workers do you supervise?

Do the jobs that you supervise require:
__oral communication skills
__reading
__writing
__math

Do you have workers who have difficulty with (indicate number):

__Oral communication (i.e., presenting/expressing ideas, giving feedback, clarifying instructions, being understood, etc.)

__Listening/comprehension (understanding oral instructions, etc.)

__Reading (reading documents, work orders, instructions, etc.)

__Writing (i.e., forms completions, letter/memos, reports, responding to performance appraisals, writing instructions or procedures, documenting information)

__Math (calculating, measuring, using fractions, etc.)

__Participating in meetings, quality circles, discussions, etc. due to the lack of English language proficiency

__Passing certification tests due lack of English.

__Solving problems

__Interacting with team or other group members due to poor communication skills

Do you have difficulty training any workers because of their limited literacy skills or the inability to communicate in English? If so, how many?

Do you have workers who are unable to access lateral or promotional job opportunities due to the lack of language or literacy skills? If so, how many?

Of your workers, how many are non native speakers (English is not their first language)?

Do you use other bilingual workers to communicate with non or limited English speaking workers?

Have you experienced communication problems with your workers because of cultural differences?

WHAT DOES IT MEAN: DEFINING WORKPLACE LITERACY

Once there is general information about the need for workplace literacy, you will need to define workplace literacy in terms of:

- Who it will serve.

  Will services target workers who are limited English proficient, basic skills deficient or both? Will services target workers from specific departments or occupational areas?

- Goals and objectives for the program.

  What are the expectations, outcomes to be achieved by a workplace literacy program?

- Company commitment toward workplace literacy and employee development.

  How much of an investment will the company make in terms of paying for the costs of a program?

  Considerations include providing paid release time for employees to attend class/training, adjustments in production goals for units, divisions or departments attending class during company time, providing curriculum materials, teacher, and other equipment (possibly computers) needed for instruction.

- Where classes will be held.

  If there are different branches/sites, will services be offered at one or all locations? The company needs to evaluate accessibility factors including transportation, distance and time if training is not done at the same site where employees work.

- What are the time lines for implementation?

  The start up and scheduling of classes should be coordinated so that they do not conflict with major production deadlines, vacations, overtime, etc.

- How classes will be organized. Will training be in class groups with fixed start and end dates or open entry open exit? Will separate classes be formed for those who are limited English speakers? Will classes be grouped by language level, basic skills ability, job or occupational area, and/or focus on a specific topic such as writing performance appraisals.

Other considerations:

- What are the criteria to judge program success?
- How will workplace literacy program be implemented?
- Will your company establish a learning center?
- Will your company bring in a consultant or other individuals to implement the program and/or to provide instruction?

- How will workplace literacy link or compliment existing staff development opportunities?

- Are there provisions in any Labor/Management (Union) Agreements that may affect the development a workplace literacy program? Do they need to be consulted or involved in the development of a workplace literacy program?

DOING IT RIGHT: A COMMITMENT OF TIME AND RESOURCES

Once the decision has been made to implement a workplace literacy program, your company will need to support this decision with sufficient funds/resources to implement a program.

The financial commitment includes a staff person to coordinate all aspects of the program, and a budget to cover the hiring a teacher and pay for other expenses. Other expenses might include teacher manuals, published curriculum materials, workbooks for students, and testing instruments. Educational computer(s) and software as well as audio and/or video tape recorder(s) might also be considered. Budgets should include commitment of time from other management and supervisory staff as well as workers.

Who will make it happen?

Experts in the field have found that success is linked to having support from top management, line supervisor and the workers for whom the classes are targeted. This will require someone within the company to be responsible for program marketing, coordination and implementation. (This should occur even if an outside consultant or group will be involved in program implementation and/or instruction.) Many companies have assigned this responsibility to a staff person working in the area of personnel, human resources or staff development. There also have been a few instances where smaller companies have assigned a department manager or a production supervisor to coordinate with an outside organization that has staff and funding to provide literacy instruction.

What do I need to know about selecting an instructor?

Once it has been determined that there is interest and a need for a workplace literacy, thought should be given toward hiring an instructor. The instructor will need to assess the basic skill needs of targeted workers. This combined with the analysis of specific job tasks and literacy skills needed in the workplace will be the basis for curriculum development.

It will be important to establish specific roles and responsibilities for the instructor. Determine how this individual will work with company personnel (human resource, line supervisor, etc.) in the development of this program.

Establish criteria for selecting an instructor.

- If limited English speakers are being targeted, the instructor should have experience teaching English as a Second Language (ESL), preferably in the workplace, working with diverse population groups and have knowledge of both the culture of the workplace and cultural differences among different ethnic groups. Many communication problems are related not only to language ability but differences in how persons from different cultures and backgrounds relate/interact in group or individual situations at work with persons of different/same gender, age and authority.

- Other criteria that have proven to be an asset include the ability to work and relate to a business environment and to have good interpersonal skills.

- The instructor should be able teaching reading, writing, speaking, listening and other skills the context of specific workplace skills and not just teach basic grammar or pronunciation.

MARKETING WORKPLACE LITERACY WITHIN YOUR COMPANY

Laying the Groundwork

Obtaining support from all levels of company is crucial to the implementation of a successful program. Here are some possible strategies:

- Develop and issue a company policy or directive supporting workplace literacy. Employees need to know that there is commitment from management as well as a management expectation that supervisors support staff development and training.

- Establish a work group or committee comprised of various levels and departments to assist in the planning and development of a program and to address issues or problems that might result. It is also important to include workers who will participate in the program as their needs, interests and/or concerns may not necessarily be the same as others within the company. Their input and feedback is also important for evaluation purposes.

- Involve unions in planning, if applicable, so program elements do not conflict with any collective bargaining agreements.

- Talk with other employers who have implemented projects to obtain input/feedback on what has worked, issues or problems encountered and how they were resolved.

Issues to consider:

- Will participation be voluntary or mandatory? If participation in training is mandatory and training will occur partially or totally during non working hours, workers may need to be paid for time spent in class. Provisions of the Fair Labor Standards Act describe employer responsibilities for compensating employees while in training.

- Will paid release time during work hours be given?

- Will production goals be reduced or relaxed to compensate for workers who are in training during normal work hours?

- What kinds of accommodations will be made for workers from different shifts or locations?

Next Steps

The next steps are to publicize and market the program to others within your company. These steps may include:

- Developing marketing strategies aimed at supervisors and management that are different than those geared toward targeted workers.

- Identifying outcomes from which management, supervisors and their work units will benefit such as reduction in error rates or accidents, etc. For information directed at workers, include personal benefits or outcomes such as accessing to promotional opportunities, passing company certification tests, etc.

- Dissemination of information through announcements posted on company bulletin boards, in company newsletters and/or circulated with paychecks, etc. Individual supervisors can also inform their workers of the availability of a program although there is less control on how it's sold to staff.

Dos and Dont's

- Do not label classes as literacy classes.
- Do promote classes as staff development or an employee benefit.
- Do obtain support from all levels of the company.

WHAT DO THEY NEED: AN ASSESSMENT OF WORKER NEEDS

In designing a workplace literacy program, having information about the workers who will be served by the program is essential. This information will be used to determine how classes will be organized and to develop curriculum. There are various ways to obtain information about workers who are targeted for training.

- Interview workers to identify specific needs and interests.

- Interview supervisors to gather information about both the worker and about language/literacy skills needed to perform their jobs.

- Conduct testing to determine basic skills and ESL levels and, depending on the test instrument, determine specific areas of deficiencies.

- There are a number of different tests that may be used to determine basic skills proficiency. Many of the tests that measure English proficiency are described in a book called, Reviews of English Language Proficiency Tests. Some tests are geared for specific levels and may not be appropriate for everyone. While many of the tests may have pre/post testing capacity, standards (such as providing a minimum number of instructional hours) should be imposed if post testing is used. Things to be considered in using pre/post tests are the number of hours of instruction for valid gains and the relevancy of the test to instruction.

  There are now assessment and testing systems such as the Workforce Learning Systems developed by CASAS (Comprehensive Adult Student Assessment System) that are geared to the workplace rather than an educational system. Such systems will facilitate the development of a literacy program that is company specific.

Once you have had the opportunity to interview potential participants and have made a determination as to who will participate, an educational or staff development plan should be developed. This should be done for each employee that will participate in the program. Their educational or staff development plan should be individualized and identify specific learning objectives or competencies that they plan to achieve during the course of the class or a series of classes.

A sample form that was used with limited English speakers is provided as an example.

INDIVIDUALIZED EDUCATIONAL PLAN

NAME_____

COMPANY_____POSITION_____

DATE_____SUPERVISOR_____

LANGUAGE BARRIERS/BASIC SKILLS NEEDS

Part I. ASSESSMENT OF ENGLISH/LITERACY SKILLS

CASAS Reading_____CASAS Listening_____CASAS Math_____

SPI Test_____Writing Sample_____

PAST/CURRENT ENROLLMENT IN ESL/ABE CLASSES_____

_____

INSTRUCTOR OBSERVATIONS/COMMENTS_____

_____

Part II. ASSESSMENT/RECOMMENDATIONS

CURRENT JOB_____

_____

_____

_____

_____

_____

UPGRADE BARRIERS_____

_____

_____

COMMENTS_____

_____

_____

Part III. SUMMARY OF CLIENT GOALS

DESIRED JOB RELATED LANGUAGE SKILLS_____

_____

OTHER_____

_____

_____

IV. INDIVIDUALIZED TRAINING PLAN

COMPETENCIES/LEARNING OBJECTIVES DATE ACCOMPLISHED

_____

_____

_____

_____

_____

_____

_____

_____

HOURS OF TRAINING TO BE COMPLETED_____

START DATE_____END DATE_____

ADDITIONAL SERVICES NEEDED (childcare, transportation, referral to additional classes, tutors, etc.)

_____

_____

_____

Employee Signature Date Instructor signature Date

WHAT IS IT THAT THEY NEED TO KNOW: ANALYSES OF BASIC LITERACY AND LANGUAGE SKILLS NEEDED IN THE WORKPLACE AND CURRICULUM DEVELOPMENT

Where Do I Start?

One of the first step in the curriculum development process is to identify specific job tasks in specific jobs or job clusters, and to analyze basic literacy and language skills needed to perform the job functions. There are various methodologies to undertake job and literacy task analyses. They include DACUM (Developing a Curriculum), job shadowing/worksite observation, interviews with supervisors and/or workers and collection of forms, documents and other workplace materials as part of a process to identify specific things workers do on their jobs that require speaking, reading, writing, listening, math and other interactive skills (team building, problem solving, etc.).

Tips on Conducting a Literacy Analyses

- Target jobs or areas where the highest need is perceived.
- Verify findings with supervisors.
- Determine the desired or expected level of competency (performance benchmark) for each literacy/language skill that workers need to achieve through instruction.

Making Sense of It All: Curriculum Development

Through the job and literacy task analyses process, competency statements about what your workers do on the job and the basic skills needed to perform these tasks are identified. This information combined with specific worker information obtained from interviews with targeted employees, test results and supervisor evaluations, etc., will provide you with the basis for your curriculum development.

The curriculum development process includes not only what will be taught but also determining how it will be taught, the level of proficiency to be attained by the learner, and the means of measurement. Once this information is obtained, the next step is to categorize the information by the type and level of literacy skills required.

The distinction between basic skills and job skills should also be made. Workplace literacy can be done in conjunction with or to support specific vocational or job training. Instruction should focus on opportunities to demonstrate literacy, language, and/or other skills related to communication, interaction, critical thinking/problem solving and culture of the workplace.

Vocabulary, grammar, and pronunciation are not workplace competencies; they are the subskills or literacy tools required for the accomplishment of specific tasks. These subskills are acquired in the context of specific workplace competencies. Workplace competencies include such things as following written or oral instructions to complete a job task; completing forms and documents relevant to the workplace; interpreting workplace signs, symbols, or acronyms; or interacting with others to accomplish a task or solve a problem.

Indicators/Benchmarks

Indicators reflect how the competency is demonstrated and the benchmark is the level of accuracy or standard for the competency.

Indicators and Benchmarks may be defined by the standards established for the workplace. However, given the ability or level of the participating worker and the extent of instruction, different standards may be established so that workers have realistic goals that can be attained within the timeframe of the class.

FORMING A CLASS

There are a number of things that need to be considered when setting up a class.

Determine class size. The ideal class size is 10 to 15.

- Determine the duration of a class or session. Will it be open entry/open exit, and for how long? Optimum hours of instruction are one and a half to two hours per day, two or three days per week for 10 week cycles.

- Establish class(es) with workers with similar abilities, needs and/or levels facilitates instruction and minimizes the possibility of workers becoming disinterested because of instruction not relating to their needs.

- When will class be offered? Before work, after work or between shifts? Employers will need to consider how the time of class impacts learning, workload, and transportation considerations of workers.

- Where will the class be offered? Is there adequate classroom space? Is there a blackboard and/or capacity to set up computerized instructional systems?

- Other considerations include coordinating work schedules and class for vacations, overtime, carpooling, and/or other personal commitments. If your employees are on a non-standard work week, it will be important coordinate work schedules to minimize the number of classes that coincide with days off.

If you plan to target a specific work unit or job cluster, you will need to consider the impact on the work unit (supervisors and co-workers not in class) and productivity (both short and long term). If workload adjustments aren't made, co-workers and supervisors may feel resentment toward those in training. Workers, themselves, may also feel pressure to complete job assignments rather than leaving work early to attend class. Having workers with similar job duties, however, facilitates instruction.

DEVELOPING EFFECTIVE INSTRUCTIONAL STRATEGIES

Instruction should be based on curriculum established for the class and linked to the competencies or learning objectives identified in each employee's educational or staff development plan.

- Individualize instruction to the needs of participating workers particularly in multi-level or mixed classes. Participants will become disinterested if their specific needs are not being met. Volunteers can be used to assist in the classroom and to work with lower or more advanced students.

- Develop daily lesson plans.

- Recognize competency achievements incrementally for all participants so that mastery is recognized even if they do not remain in class for the full training period.

- Obtain feedback from students regarding classroom activities, learning styles, and instructor, etc.

- Use materials and examples from the workplace. Examples include writing business letters, memos, or work procedures; describing problems with specific machinery, clarifying instruction, etc. Involving supervisors in class from time to time allows them to be involved in the training and frequently results in their reinforcing what is taught. Their involvement in class has also resulted in supervisors learning how they can better communicate with their workers (e.g., learning to speak more slowly or to rephrase) and has often served as a way to develop awareness of cultural differences and expectations that affect communication and interaction in the workplace.

- Use of a variety of instructional strategies that respond to learning styles and the mix of students such as incorporating the use of technology (i.e., video, computers, audio tapes), involving participants in individual and group learning activities, using volunteers and/or peer instruction when classes are diverse in terms of levels and/or jobs.

IS IT WORKING: PROGRAM EVALUATION

Having a means to evaluate the program is important. It is a way to measure program success and to identify areas that working well as those that aren't. Program evaluation should be on-going so that issues can be identified and corrected as soon as possible.

Elements of program evaluation can include:

- Tracking and reporting outcomes including documented changes in the workplace (e.g., fewer errors/accidents, increased participation in quality circles, better documentation, improved performance appraisals, increase in promotion rates among participating workers, passing certification tests, etc.)
- Follow up on those who do not complete training as well as those who do to identify factors contributing to success or failure.
- Comparison of planned objectives with actual outcomes.
- Evaluation of classes through feedback from workers who attended and their supervisors.

Who Should Evaluate the Program?

A successful workplace literacy program depends on support from all levels, management, line supervisors and employees. It is important to involve them in the development of the program and to provide opportunities for input and feedback. One way to establish a work group or committee with broad representation within your company including workers who will be targeted for training. If your workers are part of a local bargaining union, it will also be important to work with them and/or involve them in the advisory committee.

Advisory committee involvement can include but is not limited to such things as reviewing curriculum, discussing and resolving implementation issues or concerns, and program oversight.

Your company may also wish to hire an outside consultant to conduct a formal evaluation review. An outside consultant will provide your company with an unbiased perspective as this individual will not have loyalties to any group or department within the company. Criteria for selecting a consultant should include knowledge of workplace literacy programs and program evaluation techniques.

ADDRESSING WORKFORCE DIVERSITY AND CROSS CULTURAL ISSUES

Workplace literacy classes must also address issues of workforce diversity and cross cultural differences as communication and interaction skills are closely intertwined with culture. Many workplace problems stem from issues of diversity. These include the inability of workers to appropriately interpret the culture of the workplace, and the difficulty many lead staff, supervisors, and co-workers having working with people from different backgrounds.

Examples include:

- In some cultures, making direct eye contact is considered disrespectful, particularly if the other person is a figure of authority or of higher status. In contrast, the lack of eye contact in this culture is a negative sign.

- Decision making processes vary by culture as they may often vary by company. Many companies have implemented group decision making processes or quality circles. While some cultural groups may be comfortable with group decisions or decisions by consensus, they may be reluctant to correct a co-worker or give an opposing viewpoint in front of others.

- Language is further complicated by direct and indirect styles of communication. Some cultures find it impolite to directly state a problem or to express a need. An individual might, for example, ask another individual if he was hot as a way to suggest that the air conditioning should be turned on.

- Cultural differences also affect such things as asking questions or asking for clarification, making suggestions, giving criticism, being able to speak positively about one's own skills and attributes during job interviews and/or responding to performance appraisals, etc.

As some of these examples show, non-verbal communication, or body language, can play an important role in workplace literacy programs, especially when covering information about the workplace culture. Workers learning about this culture, whether limited English speakers or native English speakers, need an opportunity to observe behavior associated with the culture and to practice this behavior in a "safe", non-judgemental environment. Exercises to heighten awareness of body language and non-verbal communication should promote understanding that behavior differs from culture to culture and that the differences can be as difficult and confusing as the differences in spoken language.

A simple illustration of a useful and "fun" exercise is as follows:

Materials: Large cards or charts with words written on them that reflect the different messages that the teacher wants the workers to become aware of, e.g.:

o Unhappy	o Preoccupied	o Frustrated
o Indifferent	o Worried	o Angry
o Pleased	o Sad	o Busy
o Excited	o Dissatisfied	o Confused

Or cards/charts can state instructions:

o Come here	o Keep working	o Do it later
o Watch out	o Work harder	o Put it here/there
o Stop	o Start	o Stay here

In addition to these cards, the teacher should have cards for each culture represented:

o American	o Cambodian	o Eastern European

Exercise:

1. Make sure to review the meaning of the word on the card before starting.

2. Set up the American card so workers understand that the first demonstration is about Americans.

3. Teacher strikes a pose that represents one of the words on the cards. Class should guess which word is being demonstrated.

4. After about four tries, switch countries and have workers demonstrate a word while the teacher and other students from other cultures guess which card the pose matches.

The purpose of this exercise is to begin a discussion of the subtleties of communication and culture. The focus should not be on teaching gestures or how Americans "act". It should provoke them to begin to question the communication behind the words with an understanding that their own experience, backgrounds and culture may not give them all of the information they need.

The exercise should be playful and the teacher willing to improvise depending on how sophisticated the workers appear to be during discussion.

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Competency Attainment through Applied Basic Skills

INTRODUCTION

This Workplace Literacy Program focused on Limited English Speaking (LES) entry-level workers in two major industries, services and manufacturing. The service sector firms included hotels, hospitals, nursing homes, and insurance; the manufacturing firms included electronics, food processing, and fabricated products. The entry-level occupations included nursing aides, housekeepers, line supervisors, production workers, processors, assemblers and benchworkers.

The literacy assessments across these industries and occupations revealed a need for basic skill development in three broad skill areas: **oral communication** (listening, speaking, questioning, clarifying, informing), **written communication** (reading and following directions and procedures, reading labels, writing specification and orders, filling in forms) and **graphic communication** (reading and using safety signs and symbols, maps, charts, matrices and schematics).

Underlying the achievement of competencies in these three skill areas was the need for English usage and speaking skills that were developed in the context of the individual workplace using materials from the jobs. These enabling skills included pronunciation/enunciation, syntax (parts of speech, sentence structure), and work related vocabulary, abbreviations, acronyms and idioms.

The competencies, indicators, benchmarks and means of measurement presented here were developed using the results of job task and literacy analyses. To illustrate how competency achievements, including the underlying subskills, can be demonstrated, suggested curriculum materials and learning strategies are also noted.

The competencies are "generic" and transferable; however, they were "customized" for each site based on job materials, operational protocols, company procedures, and the skill (mastery) levels of the workers at program entry.

The competency guide is structured to provide information as follows:

Competency:	Statement of ability to perform the task.
Indicator:	Actual behavior demonstration that shows individual (learner) can perform the task.
Standard:	Quantifiable statement of acceptable performance of the task (Benchmark).
Measure:	Means of measuring and documenting demonstrated behavior so it can be compared to standard of performance.

For each competency the guide present an identification of subskills, and suggested curriculum materials and learning strategies. To illustrate customization, sample exercises and lessons for selected competencies are attached to the competency guide.

guide1

Competencies for Workplace Literacy

Skill Domain: ORAL COMMUNICATION

Competency	Indicator/Benchmark	Means of Measurement
1.1 Demonstrated ability to clarify instructions through: o repeating o asking questions o paraphrasing	The worker will demonstrate the ability to clarify instructions by repeating the instruction correctly and by asking clarifying questions The worker will correctly paraphrase the instruction including the answers to the questions, as appropriate. Benchmark: 80% acceptable rating	Classroom demonstration Instructor/peer ratings

Sub-skills: Able to pronounce English words correctly, including initial, medial, final consonants, common prefixes, suffixes and word endings. Knowledge of basic vocabulary for the job.

Curriculum materials:
- o Oral script developed from workplace materials and protocols
- o Worker created scripts
- o Job related vocabulary
- o Pronounciation/enunciation exercise emphasizing word endings, difficult consonants, stressed syllables, etc.

Strategies:
- o Multiple opportunities to practice
- o Peer teams (roleplay supervisor/employee/observer)
- o Listen to audiotape of self/others

Competency	Indicator/Benchmark	Means of Measurement
1.2 Demonstrated understanding of the importance of clarifying instructions.	In classroom discussion the worker will articulate the reasons for clarifying instructions. Benchmark: Articulate at least three reasons: e.g., o to avoid mistakes/accidents o to improve output/performance o to maintain quality o increase supervisor confidence in employee o etc.	Classroom demonstration

Sub-skills: Sufficient vocabulary to understand and articulate reasons for clarifying instructions

Curriculum materials:
- o Vocabulary review
- o Scripted workplace situation(s)

Strategies:
- o Brainstorming to identify reasons for clarifying instructions
- o Discussion to sort reasons in order of their priority
- o Discussion about probable results if instructions are misunderstood
- o "Telephone game" exercise
- o Roleplay workplace incidences requiring clarification

Competency	Indicator/Benchmark	Means of Measurement
1.3 Able to communicate verbally with: o supervisors o co-workers o customers/clients o other company departments e.g., personnel	Demonstrated ability to communicate appropriately with supervisors, co-workers, and customers/clients through exercises that require the worker to: o listen o ask questions o answer questions o explain a problem o describe a product/service o give directions o make suggestions Benchmark: 80% acceptable ratings	Classroom demonstration Instructor/peer ratings using criteria developed to describe acceptable performance in the workplace

Sub-skills: Command of basic workplace vocabulary, able to pronounce words correctly, able to demonstrate command of simple sentence structures with appropriate syntax.

Curriculum materials:
- o Scripts which simulate workplace situations requiring oral communication including situations suggested by workers
- o Review of employer expectations and other aspects of workplace culture and protocols
- o Scripts (exercises(whidh demonstrate differences between "assertive" and "aggressive"

Strategies:
- o Simulated staff meetings with role play assignments
- o Exercises to demonstrate/practice "speaking up"
- o Exercises to practice acceptable assertiveness
- o Brainstorm questions for supervisors regarding working conditions, benefits, etc.

Competency	Indicator/Benchmark	Means of Measurement
1.4 Demonstrated ability to communicate over the telephone in a variety of workplace situations.	In simulated telephone situations as appropriate the worker will demonstrate proficiency in: o giving information o taking/leaving simple messages o placing orders o reporting emergencies o reporting in sick Given the situation, the learner will demonstrate: o appropriate initiation (identify self, work station, etc.) o message content complete and logically ordered o appropriate, business-like tone of voice o appropriate closing Benchmark: 80% accuracy rating	Observed demonstration and rating sheet

Sub-skills: Command of vocabulary appropriate to the situation. Correct pronunciation/enuciation and command of simple sentence structures with appropriate syntax.

Curriculum Materials:
- o Scripted role plays/simulations, e.g. telephone calls
- o Exercises which require both initiation of calls and response to calls
- o Review of company policy regarding telephone protocols
- o Review of standard business telephone etiquette

Strategies:
- o Demonstration/practice
- o Audiotape of self/others, e.g. tape from answering machines
- o Critique of presentations scripted to demonstrate good/bad practice

Competency	Indicator/Benchmark	Means of Measurement
1.5 Interact with co-workers and supervisors to solve a problem or accomplish a job task.	In a structured exercise that simulates a problem or describes a job task the worker will communicate orally with others to: o define/understand job task o identify/describe problems o suggest solutions or course of action o persuade/convince others that solution/action plan is correct Benchmark: 80% agreement by others that individual interaction is appropriate/productive.	Classroom demonstration Instructor/peer ratings

Sub-skills: Command of vocabulary appropriate to the difficulty of the structured exercise. Able to pronounce words correctly. Able to demonstrate command of sentence structure with proper syntax, including use of prepositions, prefixes and suffixes.

Curriculum materials:
- o Descriptions of job tasks requiring team efforts
- o Descriptions of problems requiring solutions by worker teams
- o Develop exercises/work situations based on examples provided by workers

Strategies:
- o Small groups roll play with assigned and rotating parts so that workers get a chance to play several roles and demonstrate an understanding of the responsibilities of each work team member
- o Demonstration of team work and team problem solving processes with class critiques, e.g., brainstorm solutions in group process and discuss appropriateness of solutions
- o Present "real problems" workers can solve in class followed by group examination of process

Competency	Indicator/Benchmark	Means of Measurement
1.6 Demonstrate knowledge of safety standards, practices and procedures- and how to report accidents or emergencies.	Given a simulation of workplace situations involving safety, the worker will verbally identify the correct standards or procedures which cover the situation and the steps to be taken in case of accident or emergency to respond appropriately including: o who to notify and how o what, if anything, to do immediately o how to warn others, if appropriate Benchmark: 100% accuracy	Classroom demonstration Rating checklist

Sub skills: Knowledge of safety related vocabulary, able to pronounce words correctly, command of simple sentence structure with correct verb tenses.

Curriculum materials:
- o Workplace safety manuals, procedures
- o Examples of safety signs and symbols from the workplace
- o Pictorial representations of accidents/emergencies
- o Lists of emergency telephone numbers
- o Telephone directories with emergency numbers
- o Safety (accident) report forms

Strategies:
- o Scripted situations requiring use of safety procedures and/or response to accidents
- o Direct others in following safety procedures in response to an emergency
- o Role play giving and receiving accident reports
- o Orally describe (match) safety response with pictures of safety hazard
- o Role play actions taken in response to scripted situations

Competency	Indicator/Benchmark	Means of Measurment
1.7 Orally request leave in compliance with company leave policy.	Given a simulated situation in making a leave request, the worker will demonstrate understanding of company policy by orally asking for time off and specifying the category of leave requested. Benchmark: 80% accuracy	Oral demonstration

Sub-skills: Able to pronounce words correctly, command of simple sentence structure with appropriate verb tenses.

Curriculum materials:
- o Section(s) on leave policy from workplace personnel manual
- o Definitions of types of leave
- o Lists of abbreviations associated with leave and their meanings
- o Workplace situations requiring verbal requests for leave

Strategies:
- o Scripted role play asking and/or granting/denying leave
- o Guided discussion on recognizing appropriate requests for leave and how to negotiate leave
- o Guided discussion on need for leave policy and why requests may be granted or denied

Competencies for Workplace Literacy

Skill Domain: WRITTEN COMMUNICATION

Competency	Indicator/Benchmark	Means of Measurement
2.1 Follow written instructions and procedures to accomplish a task or set of tasks using; o work tickets o labels o safety protocols o inventory control o quality control	Given discrete examples of written materials from the workplace, the worker will read and follow directions by demonstrating correct identification, sorting and sequencing of steps in accomplishing work tasks. Benchmark 90% accuracy	Written assessment Classroom demonstration Rating sheets

Sub skills: Knowledge of task specific vocabulary, able to recognize alphabet/numbers and sort accordingly, knowledge of sentence structure and parts of speech, knowledge of adjectives, adverbs, e.g., slowly, carefully.

Curriculum materials:
- o workplace and task specific vocabularies, materials and procedures
- o assembly directions
- o word recognition exercises
- o sorting and sequencing exercises

Strategies:
- o assemble a workplace product
- o follow a workplace procedure using written directions
- o assemble a workplace product using written directions
- o demonstrate a procedure for classmates
- o follow written instructions and coordinate with others to assemble a product

Competency	Indicator/Benchmark	Means of Measurement
2.2 Write information on orders and forms.	Given discrete examples of forms and other workplace materials, the worker will follow the correct process or procedure for recording information including as relevant: o completed tasks on work tickets o inventory control information o quality control checks o product test results o room inspection tickets Benchmark 90% accuracy	Written assessment Classroom demonstrations

Sub skills: Job/task specific vocabulary, able to recognize written words and know their meanings, able to print/write letters and numbers clearly.

Curriculum materials:
- o Workplace forms and procedures for their completion
- o As applicable, arithmetic processes for counting, measuring, ratioing, etc.
- o Charts, graphs, gauges and rulers for measuring/recording
- o Catalogs, stock lists, parts lists, etc.

Strategies:
- o Exercises for measuring and recording information, e.g. temperatures, weights, number of items, and other workplace specific tasks
- o Develop charts and graphs depicting information
- o As applicable, drill and practice arithmetical processes

Competency	Indicator/Benchmark	Means of Measurement
2.3 Complete forms, documents applications relevant to the workplace which may include: o accident reports o health claim forms o payroll forms o time sheets o order forms o message forms o licensing applications o leave requests	Using forms, documents, applications or reports required at the workplace, the worker will demonstrate the ability to answer questions correctly and complete forms neatly using appropriate information in a clear, logical and consistent manner. Benchmark: 80% accuracy	Rating criteria for product review

Sub skills: Vocabulary and spelling sufficient to complete required forms, command of simple sentence structures and appropriate tenses.

Curriculum materials:
- o Form samples and completion instructions, if applicable
- o Vocabulary and spelling exercise, in context
- o Work recognition exercises, in context
- o Review form layouts
- o Review purpose of forms, common characteristics of forms, common information on forms
- o Review possible consequences of filling out forms incorrectly

Strategies;
- o Develop personal profiles with information commonly required for form/documents completion
- o Develop mock forms and procedures for a simple workplace process/task
- o Practice transferring information from one form/document to another
- o Create a report or letter using simple, declarative statements that describe results or state a problem

Competency	Indicator/Benchmark	Means of Measurement
2.4 Compose and write a variety of materials to accomplish a task or set of tasks including: o phone and other messages o memos and letters o suggestions o reports	Given simulated exercises that require written responses, the learner will compose and write the appropriate response using appropriate format, vocabulary and syntax. Benchmark: 80% accuracy	Rating sheet for product review

Sub skills: Knowledge of appropriate vocabulary and spelling, able to write simple sentences with appropriate syntax and punctuation, knowledge of appropriate tenses.

Curriculum materials:
- o Samples of workplace formats for letters, memos, messages
- o Review of sentence structures, tenses, punctuation, etc. as appropriate
- o Complete samples of document required at the work place

Strategies:
- o Create a suggestion box and solicit written suggestions for improving something relevant to the workplace
- o Role play telephone calls and take written messages both with and without phone message pads
- o Write memos relating to a change in workplace procedures/practices
- o Keep a daily journal about ideas, progress in mastering tasks, and problems to be solved

Competency	Indicator/Benchmark	Means of Measurement
2.5 Recognize and respond correctly questions/problems presented in licensing/certification tests.	Given examples of tests in various formats, the worker will demonstrate the ability to read and respond correctly to directions and items used in standardized, licensing and certification tests, e.g. o true/false o multiple choice o matching items o fill in the blank o short essay responses Benchmark: 80% accuracy	Written assessments

Sub-skills: Knowledge of content required to pass the licensing/certification test, appropriate vocabulary, command of simple sentence structures and appropriate tenses.

Curriculum materials:
- o Samples of tests in a variety of formats
- o Information and discussion on how to reduce test anxiety
- o Test taking tips, e.g.:
  - prepare over time (don't cram)
  - be well rested
  - how to cope with time limits
  - how to learn through practice tests

Strategies:
- o Practice taking a variety of test
- o Have class construct and take tests of common workplace knowledge,
- o e.g., company policy covering breaks, vacations, parking, lunch, etc.
- o Make up and answer questions coving the material in the licensing or certification test

Competency	Indicator/Benchmark	Means of Measurement
2.6 Read and use workplace personnel manuals.	The worker will demonstrate understanding and use of personnel manuals by locating and identifying section headings and content pages, as appropriate, for; o leave policy o payroll deductions o compensation/benefits o classifications/job descriptions o promotion practices/policies o employee conduct (work hours, dress, tardiness, etc.) o performance evaluations/grievance procedures Benchmark: 80% accuracy	Written/oral test on matching section headings and page numbers.

Sub-skills: Knowledge of personnel related vocabulary and abbreviations, number recognition including Roman numerals; able to alphabetize; knowledge of verb tenses.

Curriculum materials:
- o Company personnel manuals
- o Samples of formats for tables of contents, glossaries, indices, etc.
- o Materials (posters, brochures, memos, etc.) on fair labor standards/practices

Strategies:
- o Construct a manual using content common to everyday life, e.g. " chores" manual
- o Break into small groups and have workers explain the construction and formatting of the personnel manual to each other
- o Guided discussion on why companies have personnel manuals and the benefits to workers when everything is "spelled out"

Competencies for Workplace Literacy

Skill Domain: GRAPHIC COMMUNICATION

Competency	Indicator/Benchmark	Means of Measurement
3.1 Interpret information found in safety signs and symbols.	Given workplace signs/symbols which indicate a warning or hazard and corresponding descriptions/depictions of unsafe workplace situations, the worker will select the warning appropriate to the situation. Benchmark: 100% accuracy	Written assessment

Sub skills: Sufficient English listening skills and word recognition skills to understand primary meaning of sign/symbol

Curriculum materials:
- o Pictures of all safety signs and symbols found/used at the workplace
- o International signs, as relevant
- o Pictorial representations and word descriptions of signs/symbols

Strategies
- o Exercises to match symbols with picture depictions or word definitions
- o Drill and practice

Competency	Indicator/Benchmark	Means of Measurement
3.2 Read and interpret maps that depict locations in a workplace facility.	Given words/symbols that appear on facility maps, the worker will match the words/symbols to meanings, e.g. universal signs for restrooms, fire exits, etc.	Written assessment Oral demonstration
	Given facility map and location descriptions, the worker will identify targeted locations and match them to the descriptions. Benchmark: 100% accuracy	Written assessment Oral demonstration

Sub skills: Appropriate vocabulary, word recognition, able to pronounce words correctly

Curriculum materials:
- o Flash cards showing symbols
- o Facility maps

Strategies
- o Drill and practice
- o Develop "treasure hunt" games
- o Given specific locations, describe to one another the best way out in case of fire
- o On a facility map, trace the emergency exit routes and circle the appropriate symbols

Competency	Indicator/Benchmark	Means of Measurement
3.3 Read and interpret schematics, matrices, blueprints, related to job tasks.	Given workplace schematic materials the worker will identify the steps/ processes to be followed to complete the job task(s) including the order and sequencing of steps, as appropriate. Benchmark: 90% accuracy	Written assessment Classroom demonstrations

Sub skills: Job specific vocabulary, word and symbol recognition, able to pronounce words correctly

Curriculum materials:
- o Workplace schematics and matrices
- o Workplace procedures and quality control standards, as applicable
- o Other samples of schematics to demonstrate formatting and use, e.g. sequencing of steps
- o parts and symbols lists and catalogs

Strategies:
- o Match up parts to schematics by number or symbol designation
- o Assemble workplace product using schematic
- o Class developed schematic to display steps in assembling a product or accomplishing a task, e.g. tinker toy model
- o Workers bring in other samples of schematics or assembly instructions and compare them to workplace schematics, e.g. how they are like or unlike

wplcomp3

ABSENCE REQUEST EXERCISES

COMPETENCIES:

2.6	Use workplace personnel manuals
2.3	Complete forms. . .leave requests
1.7	Request leave orally

KNOWLEDGE BUILDING - Reading and Oral
(30 minutes)

Step 1: Talk about Absence Request Form (ARF)

- What is it?
- What is it used for?
- Why is it important?
- What are the rules about absence at the company?
- Who do you talk to if you have been absent?
- What are FTO, PTO, and UTO?

Step 2: Have students pull out difficult vocabulary from the Absence Request Form

- Write difficult words on paper, post around the room
- In groups of three, have students define three words and post them
- In groups, check definitions and make corrections
- Have class as a whole check definitions

Step 3: Homework--Students do cloze exercise on Absence Request vocabulary

ORAL COMMUNICATION
(Next class- 2 hours)

Step 4: Review homework, check comprehension of vocabulary

(Prior to class discuss real absence scenarios with Human Resource personnel and supervisors. Create role play scripts from real situations discussed by company staff.)

Step 5: Explain that the class is going to practice requesting leave. Give each pair of students role play scripts based on realistic situations. One student will play the supervisor and the other the employee. Students playing supervisors or employees will meet separately to discuss how they will play their roles. After this discussion, pairs will begin role playing the situations. Each role play is recorded. At the completion of all role plays, students will listen to role plays and be allowed to redo their respective role plays if they do not feel satisfied with their performances.

WRITTEN COMMUNICATION
(Next class- 1 or 2 hours)

Bring transcribed role play tape to class.

Step 6: Teacher projects a copy of the absence request form on overhead projector. Students will listen to role plays and think about how the absence request form should be completed if the absence were their own. One student at a time fills out the form on the overhead. Students review the form and discuss whether it is correct given the situation. Each student has an opportunity to fill out the form.

Step 7: Homework-- each student fills out an Absence Request Form according to his/her last absence.

NON-EXEMPT ABSENCE REQUEST NOTIFICATION

This section is to be completed by the employer (or supervisor in the employee's absense)

Employee Name_____

Date/Time Absence to Begin_____Time_____

Length of Absence (Hours)_____

Reason(s) for Request_____

THIS SECTION TO BE COMPLETED BY A MANAGER OR SUPERVISOR and returned to the employee no later than five working days from the date of the request or sooner if an immediate response is required. Absence Requests/notifications are forwarded to the Human Resources Department no later than the end of the pay period in which the absence occurred. **Forms must be completed for absences that are one-half hour or longer from scheduled work hours .**

1. Notice Received: [ ] In Person [ ] By Phone [ ] In Writing

   From: [ ] Employee [ ] Other_____ Date_____

2. This absence is (check one)

Excused/Approved	Unexcused/Unapproved
[ ] **Planned Time Off (PTO)** (Includes vacations and prearranged documented absences, i.e., jury duty, court or physician visits)	**Unexplained Time Off (UTO)** [ ] Insufficient notice given. [ ] work flow was disrupted, including **tardy** to work.
[ ] **Unplanned Time Off (UTO)** (includes illness, unplanned appointments, bereavement)	[ ] no notice given during absence [ ] other_____

3. And, this absence is (check one):

   [ ] paid, apply **Flexible time Off**. Hours available_____

   [ ] paid, _____(number) hours to be regained.

   [ ] unpaid, hours not worked and **Flexible Time Off** not available.

Supervisor_____Date_____

Manager_____Date_____

I acknowledge being informed of the above information:

Signature of Employee_____Date_____

Human Resources_____Date_____

ROLE PLAY SCRIPT FOR

LEAVE REQUESTS

Supervisor. You are a supervisor. You see one of your workers return late from lunch. You ask your worker what happened. You explain that the lunch period is one half hour.

Worker. You went out to lunch with a friend. You are late back to work. Your supervisor sees you coming back late.

Supervisor. Your worker wants to go home early because of sickness. You want the worker to get a medical excuse from a doctor.

Worker. You have been sick all morning. You don't feel well now. You want to go home early. You will see a doctor tomorrow.

Supervisor. Your worker wants to take a day off next Monday. You are worried about meeting the production goals for the month. You ask if the day off could be postponed until next month.

Worker. You explain to your supervisor, face to face, that your cousin just arrived from your native country and you need to help him find ESL classes and a job. Your ask for advice and a day off next Monday.

Supervisor. You are a supervisor who is very busy. You are not in the office. Your voice mailbox answers the phone.

Worker. You want to talk to your supervisor face to face and ask for two days off in two weeks. You want to take a four day weekend, but your supervisor is unavailable. You must leave a message in your supervisor's voice mail.

script

TRANSCRIPT OF WORKER ROLE PLAY
"ASKING FOR LEAVE TIME"

Role Play #1

Worker(wkr) "Hi, Tun."

Supervisor(spvr) "Hi, Thanh."

Wkr. "I went out for lunch, but my car got stopped on freeway. So, I just come; I was late, 15 minute. Can I regain that time?"

Spvr. "Actually you should try to ummmmm take lunch half hour; that is the company policy."

Wkr. "Yes, I really know all that but that's accident on the freeway so I can't get back at on time. Is sorry about that. The next time I wil come back on time."

Spvr. "OK, so you want, you want to regain your time? Or you want to take your time off?"

Wkr. "I would like to regain that time. Please.

Spvr. "OK."

Wkr. "Thank you."

Role Play #2

Wkr; "Xuan, excuse me, I've been sick all morning. Today I would like to go home early and I cannot come back tomorrow. I will make appointment to see doctor tomorrow."

Spvr. "OK, you want ahhh, cause right now I want tell me know ahhh, how many hour you leave?"

Wkr. "Ahhh, I think I will leave today 2:30."

Spvr. "2:30."

Wkr. "Yeah, and then tomorrow I won't be here all day. I would like to take vacation 8 days."

Spvr. "8 hour tomorrow and 1 hour today?"

Wkr. "I'm sorry, 8 hour tomorrow and today 1 hour."

Spvr. "So, 9 hour?"

Wkr. "Yeah."

Spvr. "OK. You remember, you make sure when you come back to work you give me a paper. Excuse from the doctor."

Wkr. "Sure, I will. Thank you very much."

Spvr. "You welcome."

Role Play #3

Wkr. "Excuse me Cai, may I take the one day vacation for next Monday?"

Spvr. "Let's see ahhh Sui, we have ahhh very busy for next Monday because we have very important for the meet. The meet about the meeting the production goal for the month. So I don't think you can, you can get next Monday off. Can you wait, can you wait and take another day off? Maybe next month or something like this."

Wkr. "Ummmm, yeah, how 'bout the, the next Monday?

Spvr. "No, next month, not next Monday."

Wkr. "Next month?"

Spvr. "Yeah, because ahhh, next Monday the end of the month. We have the meeting for, very important meeting you know so."

Wkr. "Yeah, because ahhh I have, I have some cousin come from the other country. I need help them find the ESL class and find the job. I think's OK maybe next month ummmm next month first."

Spvr. "OK, thank you for you wait. Thank you.

Wkr. "Thank you very much."

Spvr. "You welcome."

Role Play #4

Sprv. "Oh, it is Somchit. I'm not in my office right now. Please leave a message after the tone. I call you back as soon as I can. BEEEEP"

Wkr. "Hello it Somchit, is my name Dan Tran. I would like to take two days off a next week. It for the appointment, take my child go to doctor. If you come back, please call me my phone. Thank you."

Spvr. "Why don't you give me your phone number? Hahahahaha."

Pronounciation Work from Role Plays

your, you're

hours

lunch

very

excuse

when

help

roleplay

NAME_____

BEREAVEMENT	INSUFFICIENT	PREARRANGED
NON-EXEMPT	FLOW	REGAIN
ABSENCE	INFORM	DOCUMENTATION
REQUEST		

Choose the word from the list above that matches the definition below.

_____ Someone who can get overtime pay.

_____ To not come to work or school.

_____ To ask for something that you want.

_____ To get something set up before you start doing it.

_____ To have a paper that proves you did something that you say you did.

_____ To get something back after you lose it.

_____ A word that describes something moving smoothly and quickly.

_____ A word that describes that there is not enough of something.

_____ A period of time after someone you care about dies.

_____ To let someone know that something that will be important to them.

Write the definition of these initials:

FTO-

PTO-

UTO-

Unexcused UTO-

1.3 Able to communicate verbally with co-workers, supervisors, and guests.

(This lesson was for a beginning level class. However, there were different levels in the group, and some students could still barely speak in English. For those students who could not yet communicate verbally, the first step is oral comprehension, which was addressed in this lesson.)

Subskills: Students have learned the meanings of questions words "who" and "what", names of positions in the hotel such as "room attendant", "supervisor", "personnel manager", names of items in the room such as "towels", "queen sheets", and "bedspread", subject pronouns (he, she, they, etc.), and present tense of verb "to be".

The following exercise is to review the above vocabulary, and practice sentence structure and question asking/answering.

Materials: housekeeping cart with items, cards with words "what" and "who", cards with names of items, cards with names of positions.

A. Teacher models questions, using the real items from the cleaning cart. Students answer questions.

Teacher: "What is it?"
Student: "It's a towel."

Teacher: "Who is she?"
Student: "She's a room attendant."

Teacher: "What are they?"
Student: "They are queen sheets."

B. More advanced students are asked to follow the model, making the questions to ask their classmates. Lowest level students, who are literate but cannot yet respond, are only asked to hold up cards with words "who" or "what", or card with the name of the item or the name of the position, when they hear the question.

This becomes an exercise in which three levels of students can be participating at their own level.

Highest level students formulate and ask the questions.
Second level students answer the questions.
Lowest level students hold up the cards.

1.3 Able to communicate verbally with guests.

Subskills: able to pronounce clearly such words as "towels", "guest", room numbers, able to use basic sentence structure

A. Teacher brings up levels of language, formal/informal, or polite/impolite. Teacher/students relate discussion to levels of formality/politeness in their native languages. Teacher stresses importance of polite language use with guests in a high-quality hotel. (This increases student confidence, because it gives them the assurance that they will be using the proper and appropriate language for the situation.)

B. Brainstorm with students about the difference between "do you want" and "would you like", "I want to" and "May I", etc.

C. Hand out the sheet of Polite vs. Impolite expressions. Read, discuss.

D. Students practice on cue. For example:

Teacher:	Ask ___(name)___ if she wants a cup of coffee.
Students:	Ask ___(name)___, would you like a cup of coffee?"
Teacher:	Ask the guest if you can help him.
Student:	Ask "Sir/Ma'am, how can I help you?"

E. Next class, the material is reviewed by asking similar questions, to see if students can respond politely without referring to the sheet. Additional review may be necessary until they can respond spontaneously.

F. Additional expressions are introduced and discussed, such as those on the page Being Polite to Hotel Guests, and are taught in a similar way.

POLITE	IMPOLITE
{ How can I help you? { May I help you?	{ What do you need? {What do you want?
The guest in Room 917 requests two extra towels.	Room 917 wants two extra towels.
What would you like?	What do you want?
I'd like a cup of coffee, please.	I want a cup of coffee.
Could I have two extra towels for Room 917, please?	Give me two extra towels for Room 917.
Here you are.	-
Would you come with me, please?	Come here.
-	-
May I go home now?	I want to go home now.
Yes, you may.	(Go ahead)
You may take anything you'd like.	You can take anything you want.
{ May I talk to you for a minute?	I want to [wanna] talk to you.
{ Could I talk to you for a minute?/ I'd like to talk to you for a minute.	What do you want?
{ Can I talk to you for a minute?	

BEING POLITE TO HOTEL GUESTS

Would you like your room serviced now?

What would be a good time to come back?
(What time would you like service?)

I'll make sure that_____ are delivered to you as soon as possible.
(I'll get them for you right away.)

Here are the extra towels you requested.
(Your towels, Sir/Ma'am.)
(Here you are.)

Do you mind if I use the vacuum cleaner?

How may I help you?
(May I help you?)

I'll do it right away.

Could I give you some fresh towels?

I'm sorry, I'll report this right away.

I'm very sorry, I'll contact Security right away.

Is there anything else I can do for you?

I'm sorry to disturb you.
Is everything satisfactory in your room?

May I see your room key, please?

I'm sorry, I don't have permission to let you in.
I'll contact the Front Desk for you.

commun

VOCABULARY EXERCISES

Task specific sub-skill vocabulary development for competencies:

2.1 Following written instructions . . .

2.2 Writing information on orders and forms, e.g., work tickets

wplvocab

This is an exercise to determine familiarity with vocabulary used on the worksite in production.

Workers are asked to review the list of vocabulary words and write those that they understand completely in one column, those they understand a little in a second column and those they don't understand in the last column. Beside each word they indicate the frequency at which they encounter the word.

From these work sheets, the instructor individualizes lessons to improve command and use of this task specific vocabulary.

lea2

Vocabulary

1. authorized substitute
2. burr
3. conductor
4. circuit side
5. cross hatching
6. defect
7. dewetting
8. diode
9. flux
10. fractured joint
11. insulated wire
12. jumper
13. major defect
14. module
15. nonconformance
16. plating
17. polarity
18. radial leaded
19. residue
20. warp

vocab

Name_____

Date_____

VOCABULARY CHART		
UNDERSTAND COMPLETELY	UNDERSTAND A LITTLE	DON'T UNDERSTAND

Next to the vocabulary word put A, B, C

A if you see or hear the word a lot at work
B if you sometimes see or hear the word at work
C if you never see or hear the word at work

This is an exercise in vocabulary review and specific workplace terminology.

Lower level students demonstrate understanding of this vocabulary through completing a matching quiz.

Higher level students are asked to define the words.

les3

vocabulary

drill- a tool used to make holes

adhesive- material that sticks 2 things together

trim- to cut a part to fit right

status number- a number that identifies material with the expiration date

sanding- using sandpaper to make a surface smooth

serial number- a number used for identification

production- making things

potting- material used to fill empty spaces

quantity- how many

inspection- to check to see if the assembly was made correctly

stamp- number that identifies the assembler who did the work

work order- paperwork that goes with the job which includes customer #

assemble- to put parts together to make something

shipping- to send a finished product to the customer

paint- a liquid used to change the color

primer- a liquid used to paint a surface before using paint

innerskin- 3-ply fiberglass cloth

outerskin- 1-ply fiberglass cloth

Matching Quiz

1.	drill	_____	how many
2.	adhesive	_____	material used to fill empty spaces
3.	trim	_____	to put parts together to make something
4.	status tag	_____	a liquid used to change the color
5.	sanding	_____	to make a surface smooth
6.	serial number	_____	3-ply fiberglass cloth
7.	production	_____	paperwork that goes with the job which includes the customer number
8.	potting	_____	a tool used to make holes
9.	quantity	_____	number that identifies the assembler who did the work
10.	inspection	_____	a liquid used to paint a surface before using paint
11.	stamp	_____	material that sticks 2 things together
12.	work order	_____	1-ply fiberglass cloth
13.	assemble	_____	to cut a part to fit right
14.	shipping	_____	a number that identifies material with an expiration date
15.	paint	_____	making things
16.	primer	_____	part number
17.	innerskin	_____	to send a finished product to the customer
18.	outerskin	_____	to check to see if the assembly was made correctly

Vocabulary Quiz

Please choose ten word to define. If you have more time and would like to define the remaining words, please do.

1. shipping -
2. work order -
3. potting -
4. paint -
5. primer -
6. stamp -
7. quantity -
8. status tag -
9. serial number -
10. sanding -
11. inspection -
12. drill -
13. assemble -
14. trim -
15. adhesive -
16. production -
17. innerskin -
18. outerskin -

Competency 3.2

Read and interpret maps that depict locations in a workplace facility

Subskills: Able to give directions orally (dow the hall, first door on the left, upstairs, etc.)

Materials: Enlarged map of facility from company handbook, game piece representing person

S's learn to read and pronounce the vocabulary found on a facility map (i.e. laundry room, dining room)

S's learn to identify the symbols found on the facility map. (i.e.. star for fire extinguisher, circle for fire alarm

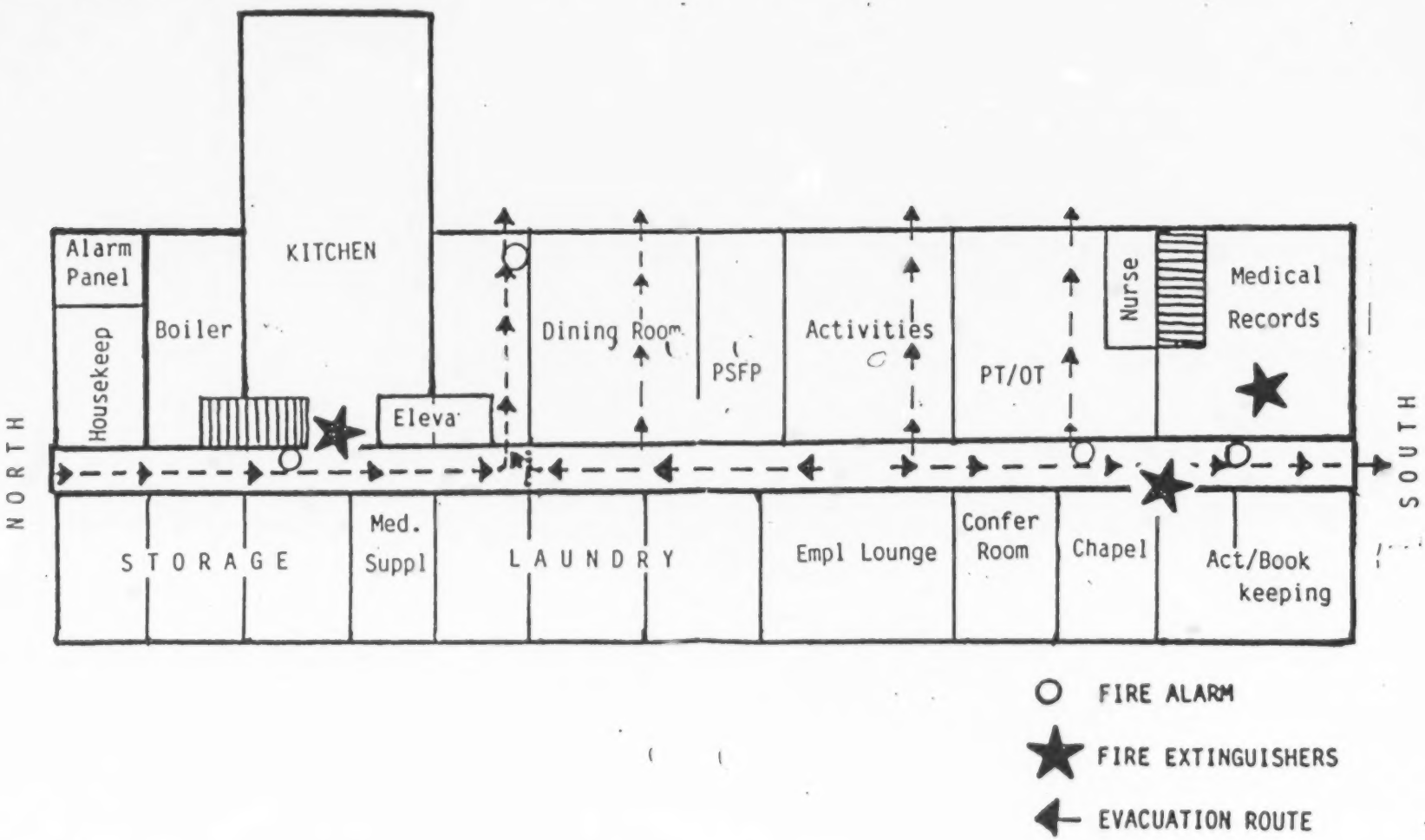
S's tour the facility and identify verbally the locations and equipment, and practice reading the signs

S's work in pairs with the map to describe how to get to different places in the facility (one describes the route, the other moves the game piece on the map and identifies the destination)

vick

BASEMENT

EMERGENCY EVACUATION



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